

# Parent Teacher Collaboration to Drive Student Learning

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excellence in research, development, and service

# Agenda

- The experiences that caused the shift
- Optimizing outreach efforts
- The APTT Model of family engagement
- Essential Elements of the APTT Model
- Capacity building
- Evaluation of the Model
- Sustainability and growth

# Quick Poll: Family Engagement

What is your definition of family engagement?



# In The Video



- **Look for:**

Welcome and Icebreaker

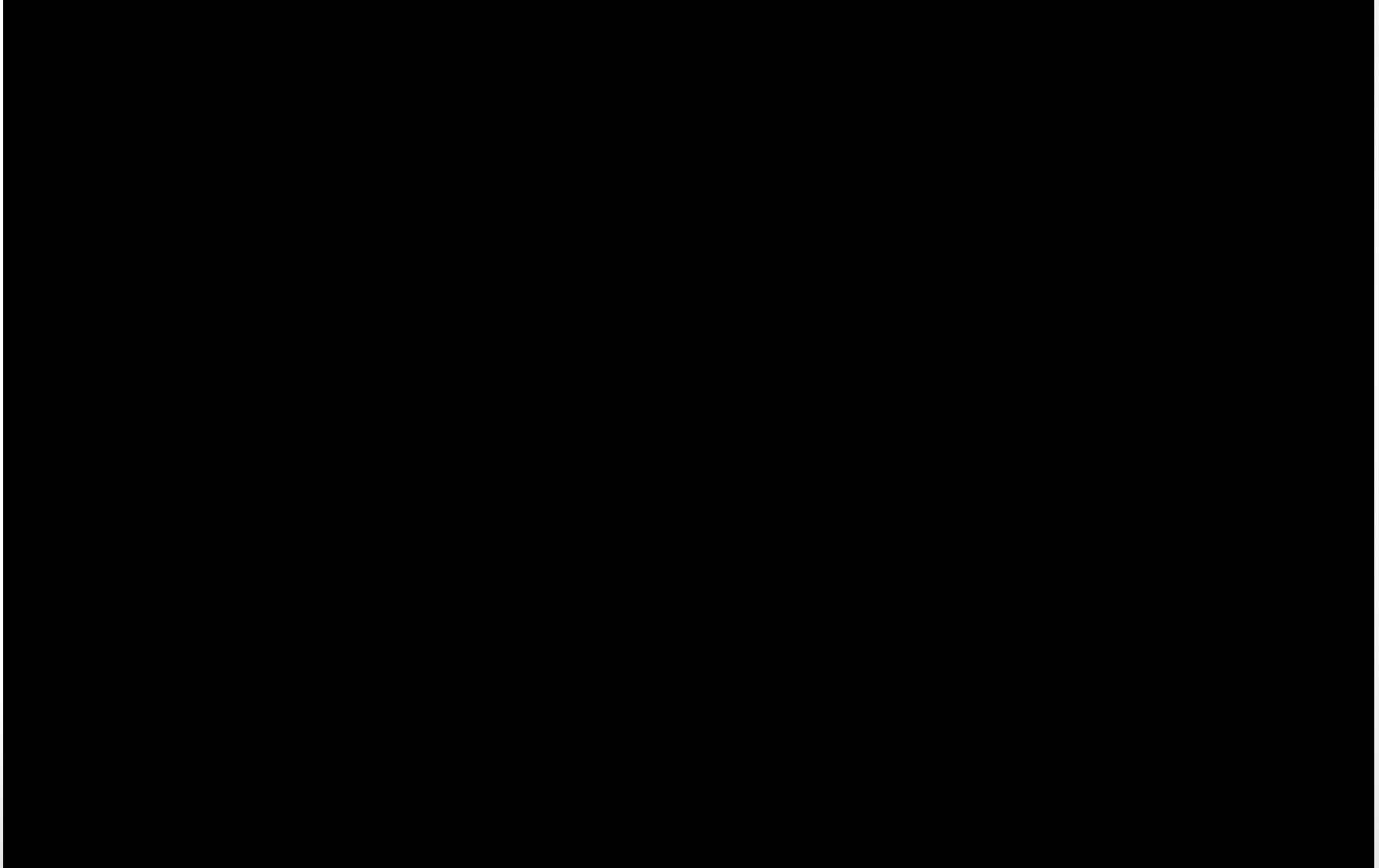
Data Review

Modeling of Activities

Practice of Activities and Materials

Setting 60-Day Goals

# APTT Team Meeting



# Video Discussion

- Points of interest
- Discoveries
- Reactions



# Background: The Creighton Story

- Inner City District
- Nine K-8 Schools
- 92% Free or reduced lunch
- 85% Hispanic
- 45% ELL
- 65% of parents had less than an 8<sup>th</sup> grade education
- 23% of parents have a GED or HS Diploma
- 11% of parents started HS but did not finish
- 1% of parents have a college degree

# Before APTT in Creighton District

- **Creighton District Community Education Department**
  - Parent Liaisons for each school
  - District Family Engagement Coordinator
  - Adult Education Classes
  - Annual Parent Leadership Conference
  - Volunteer program
  - Monthly parent workshops at each school
  - Parent-Child Kindergarten Readiness Program
  - Weekly personal development classes
  - Over 25 community partnerships
  - Quarterly parent meetings with the Superintendent



# Happy But Concerned...

Parent attendance at events  
and participation in services was very good

**But**

We were not having the desired outcomes  
in student learning and performance?

***Efforts did not translate into academic gains for students.***

# A One Year Internal Study Revealed

- Parent attendance at random and compliance-driven events and services was 15% or less
- Parent attendance at Meet The Teacher Night and Parent-Teacher Conferences was 90% or better



# Lessons Learned

- Above all, families value communication with the classroom teacher
- Families value being informed about their child's progress
- Human and financial resources for family engagement needed refocus
- Quality of parent-teacher communication and collaboration should be the goal of family engagement efforts

At Creighton I was  
carrying out  
*random and*  
*compliance-driven*  
work with  
sprinkles of great  
intentions.



# Lessons From Research

- Lessons from Chicago (Anthony Bryk)
- Concerted Cultivation (Annette Lareau)
- Self-Efficacy (Hoover-Dempsey)
- High Expectations (William Jeynes)
- APTT Implementation at Creighton (Maria Paredes)



# Self-Efficacy

Self-efficacy is belief in one's capacity to succeed at a specific task.

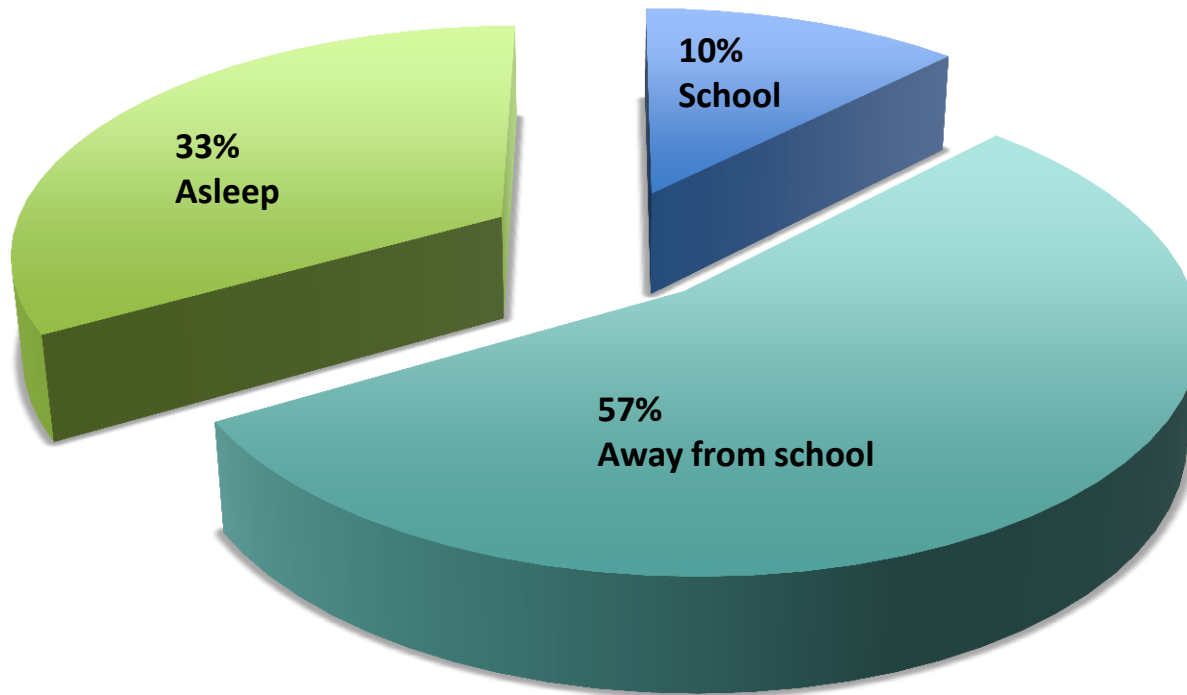
I am very good at	Supports I received

# Family Engagement Efforts: Shifting to



## **High Impact Strategies**

# Student Time: Do The Math!





# Improving The Current System: Parent-Teacher Conferences

## **Limitations**

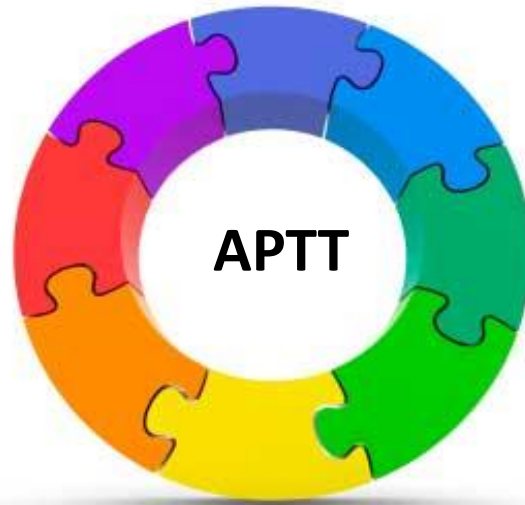
- Very little time with parents but time consuming for teachers (About 25 hours per year)
- Dissimilar quality of information exchange between parents and teachers from classroom to classroom
- No measurable outcomes
- Not based on research
- Limited accountability for parents and teachers

# Repurposing Parent-Teacher Conferences



Working smarter  
and hitting the target

# Transitioning to a new model based on research and driven by student data



# Academic Parent-Teacher Teams (APTT)

## Three parent-teacher team meetings (75-minutes)

- Personal invitation
- Data review
- Coaching on home learning activities
- Setting 60-day academic goals
- Materials and practice time
- Networking



# Academic Parent-Teacher Teams (APTT)

## One parent-teacher individual session (30-minutes)

- Share student data
- Create action plan
- Network



# Steps Taken at Creighton

- Year 1 = 11 teachers
  - Year 2 = 79 teachers
  - Year 3 = 187 teachers
  - This year = over 210 classrooms
- 
- Professional development system for teachers and administrators
  - System for Parent Liaison training
  - System for APTT teacher planning assistance and coaching
  - System of parent workshops focused of student grade-level learning
  - System for evaluation and improvement

# Student-Centered Family Engagement: **Snapshot**

- Strategic and systematic (Aligned to school continuous improvement plan)
- Shares data with families that is clear and actionable
- Teachers receive training and coaching support to effectively engage families
- Parent Liaisons receive training and support to elevate the quality their services to families
- Families receive information, strategies, and resources to be meaningfully engaged
- Efforts are aligned with school and grade-level continuous improvement goals
- Outcomes are measurable

**These efforts are focused on building family capacity to support student learning at home**

# Challenges

- Shifting the paradigm
- Capacity building
- Principal as driver of change
- Fidelity to the model
- Family engagement funding allocation
- Valuing families and their potential
- It requires time, hard work and commitment





# The APTT Model in Practice:

## Academic Parent-Teacher Teams

### Districts/Schools in:

- Arizona
- California
- Colorado
- Nebraska
- Nevada
- Washington DC

2009-2010 = 11 classrooms

2010-2011 = 79 classrooms

2011-2012 = 245 classrooms

***2012-2013 = about 1,095 classrooms or about 27,375 children***

# 2011-2012 Assessment Outcomes at Creighton

APTT STUDENTS - READING (1 <sup>st</sup> -8 <sup>th</sup> ) All Schools					
	FALL	WINTER	Change	SPRING	Change (Fall to Spring)
FRUSTRATION	40%	21%	-19%	10%	-30%
INSTRUCTIONAL	38%	38%		26%	
MASTERY	22%	41%	+19%	64%	+42%

NOT -APTT STUDENTS - READING (1 <sup>st</sup> -8 <sup>th</sup> ) All Schools					
	FALL	WINTER	Change	SPRING	Change (Fall to Spring)
FRUSTRATION	28%	18%	-10%	9%	-19%
INSTRUCTIONAL	52%	53%		44%	
MASTERY	20%	29%	+9%	47%	+27%

Apparent APTT benefit

for decreasing % of students at frustration level  $30\% - 19\% = 11\%$

Apparent APTT benefit

for increasing % of students at Mastery in Reading  $42\% - 27\% = 15\%$

# 2011-2012 Assessment Outcomes at Creighton

APTT STUDENTS – MATH (1 <sup>st</sup> -8 <sup>th</sup> ) All Schools					
	FALL	WINTER	Change	SPRING	Change (Fall to Spring)
FRUSTRATION	71%	37%	<b>-34%</b>	18%	<b>-53%</b>
INSTRUCTIONAL	25%	43%		41%	
MASTERY	5%	20%	<b>+16%</b>	41%	<b>+36%</b>

NOT-APTT STUDENTS – MATH (1 <sup>st</sup> -8 <sup>th</sup> ) All Schools					
	FALL	WINTER	Change	SPRING	Change (Fall to Spring)
FRUSTRATION	58%	33%	<b>-25%</b>	22%	<b>-36%</b>
INSTRUCTIONAL	34%	43%		50%	
MASTERY	8%	19%	<b>+11%</b>	29%	<b>+21%</b>

Apparent APTT benefit

for decreasing % of students at Frustration in Math  $53\% - 36\% = 17\%$

Apparent APTT benefit

For increasing students at Mastery Level  $36\% - 21\% = 15\%$

# Outcomes from APTT Implementation

- Higher student performance: 11 to 17% higher
- Increased parents' self-efficacy for engagement
- Teachers report teaching at a higher level
- Changed family dynamics
- Targeted parent-teacher communication
- Parents and teachers prefer the APTT model



# Foundational Grade-Level Skills



# Team Work

- Create a vision for family engagement that integrates concepts learned today, including foundational grade-level skills
- Create a three year action plan
  - How will you connect school learning to home learning for each student and family?
  - What steps will you take?
  - How will you organize them?
  - Who will be responsible?
  - What resources will you need?
  - How will you measure impact?
  - How will you reach all families?



# Pop Quiz



# Contact Information

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